

# Louisiana Believes

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Social Studies Scope and Sequence  
Updates 3-8  
Teacher Leader Collaboration  
September 2017

# Outcomes

By the end of this session you should be able to:

- Explain the importance of the social studies shifts for student learning and success on the assessment.
- Identify how the updated scope and sequence documents support you in making the necessary shifts in your classrooms.

# Agenda

- Why are the social studies shifts important for student learning?
- What are the implications for social studies instruction?

# Social Studies Vision

To be productive members of society, students must be critical consumers of information. They:

- Use **sources** regularly to learn content.
- Make **connections** among people, events, and ideas across time and place.
- Express **informed opinions** supported by evidence from sources and outside knowledge.

# Social Studies Vision: Sources

## **Textbook 1**

“Congress responded by passing the Indian Removal Act in 1830. The act allowed the federal government to pay Native Americans to move west. Jackson then sent federal officials to negotiate treaties with Indians. Most accepted payment for their lands and agreed to move.”

## **Textbook 2**

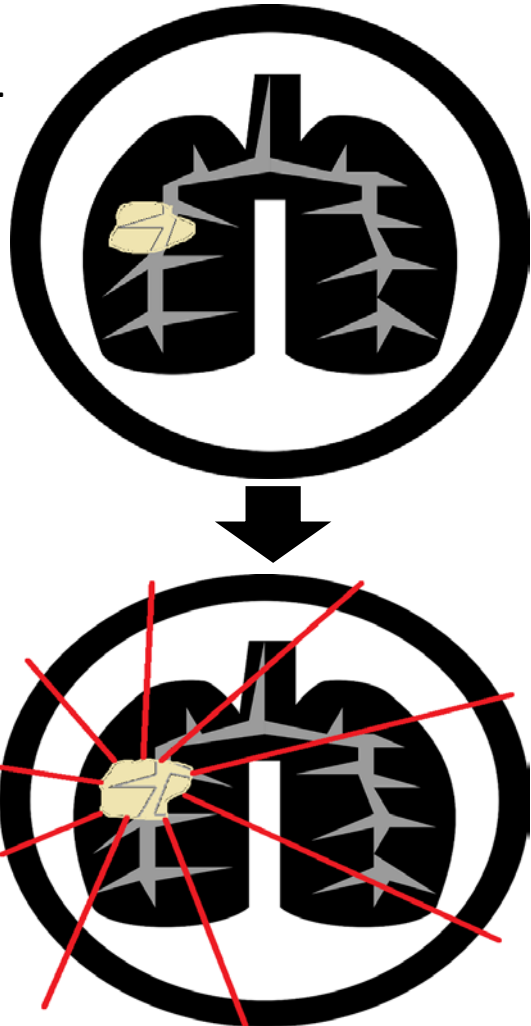
“Jackson cloaked his calls for removal in humanitarian terms, claiming that Indians would be moved west for their own protection. In 1830 Congress passed the Indian Removal Act, providing for the relocation--by force, if need be--of tribes living east of the Mississippi to Indian Territory in present-day Oklahoma.”

## **Textbook 3**

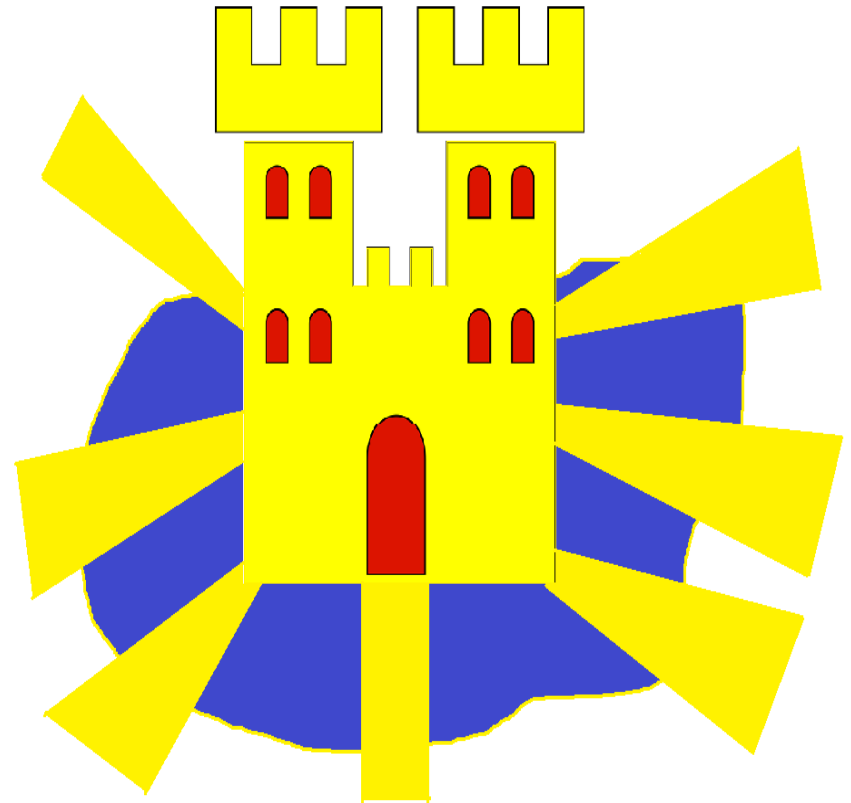
“President Jackson’s toughness also led to harsh and unfair treatment of the Indians. In 1830, Congress passed the Indian Removal Act. Many tribes fought against the removal. Among them were the Seminoles of Florida, who were helped by runaway slaves. But, like other tribes, most of the Seminoles were killed or forced to leave their homes.”

# Social Studies Vision: Connections

Scenario 1



Scenario 2

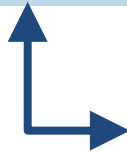
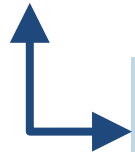


# Social Studies Vision: Connections

**Key Themes**


**Unit Claims**

**Content**




# Social Studies Vision: Connections

## Conflict and Compromise

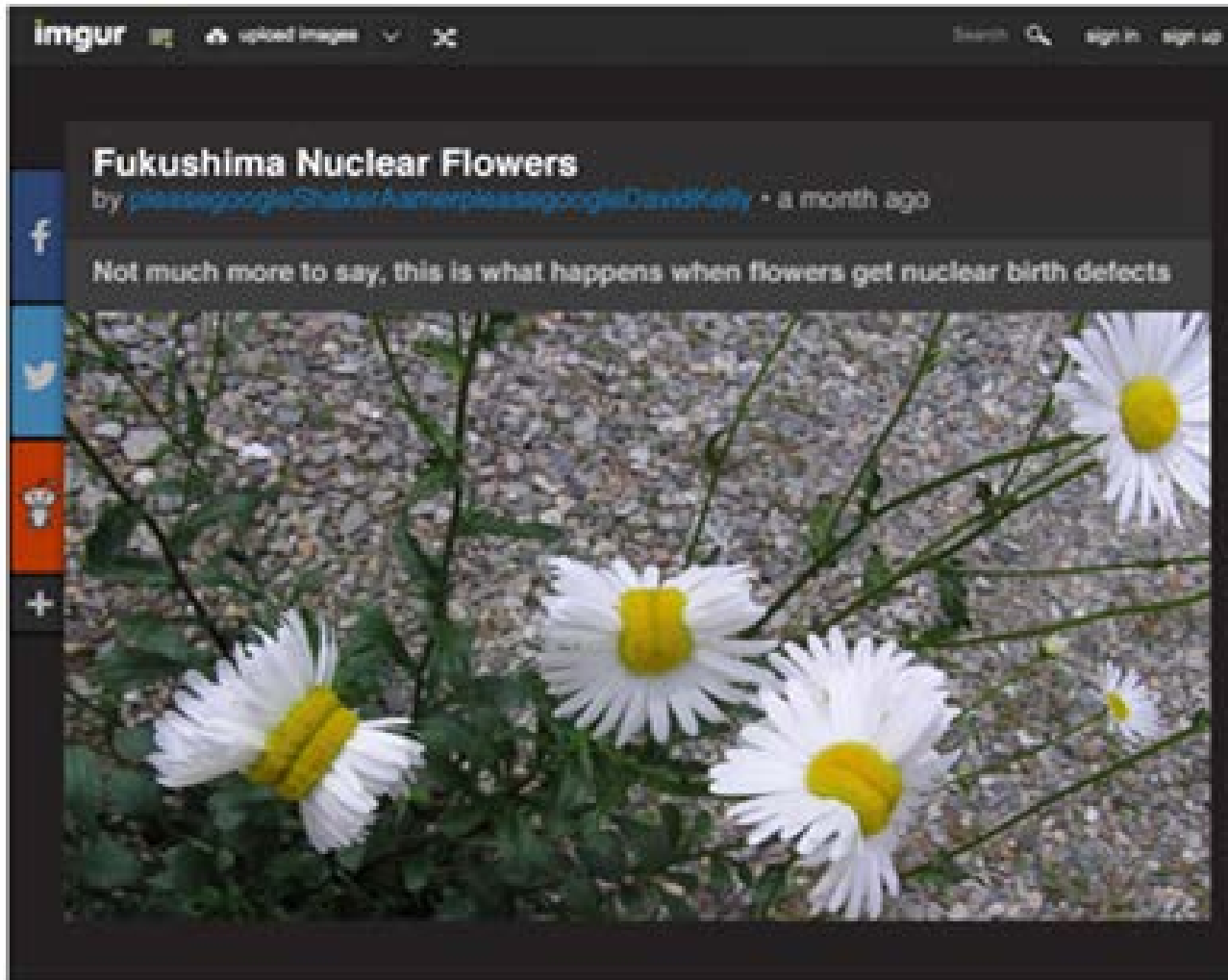


What happens when cultures collide? How are civilizations established? How do civilizations advance? How does war shape the development of civilizations?

- 
- European exploration and colonization
  - Columbian Exchange
  - Interactions with Native Americans and enslaved Africans
  - Triangular trade and British policies on trade
  - Causes of the French and Indian War



# Social Studies Vision: Informed Opinions



# Social Studies Vision

- Scan the grade 5 item set.
- Be prepared to share how it reflects the shifts: sources, connections, informed opinions.

# Social Studies Vision

## Content: Middle Colonies

- Included Delaware, Pennsylvania, New Jersey, New York (located on a map)
- Had a mild climate and lands for agriculture (grains) and mining (iron ore); they engaged in trade (furs, grains)
- Allowed religious freedom
- Had a more diverse population (Dutch, Germans, English)

**What questions  
can be answered  
with students  
only knowing  
these facts?**

# Social Studies Vision

## **Content: Middle Colonies**

- Included Delaware, Pennsylvania, New Jersey, New York (located on a map)
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## **Claim: How do civilizations advance?**

- The geography and natural resources of an area contribute to development of economy/trade and job specialization
- Having food surplus leads to trade
- Civilizations often rely on the resources of other civilizations through trade, leading to interdependence
- Open policies can lead to a more diverse population

# Social Studies Vision

- What was the process for preparing for the assessment before?
- What are the expectations now?

# Agenda

- Why are the social studies shifts important for student learning?
- What are the implications for social studies instruction?

# Social Studies Instruction

To be productive members of society, students must be critical consumers of information. They:

- Use sources regularly to learn content.
  1. Instructional tasks which build content knowledge and skill with **sources**
- Make connections among people, events, and ideas across time and place.
  2. Coherent year-long frame which **makes connections** among content ideas
- Express informed opinions supported by evidence from sources and outside knowledge.
  3. Assessments which measure how well students **express informed opinions** with evidence and outside knowledge

# Social Studies Instruction

Updated Scope and Sequence documents	Purpose
<b>Tasks</b>	<ul style="list-style-type: none"><li>● Break down how students should engage with sources</li><li>● Focus on building students' historical thinking skills (e.g., contextualizing, sourcing, corroborating)</li></ul>
<b>Frame</b>	<ul style="list-style-type: none"><li>● Defines content to be covered and maps out GLEs</li><li>● Makes connections among the content</li></ul>
<b>Assessments</b>	<ul style="list-style-type: none"><li>● Assess how well students can apply their learning and make claims about content</li></ul>



# Social Studies Instruction: Tasks

## Set the Context

Introduce key terms, review previous learning, provide necessary context

## Explore Sources

Read and examine sources to build content knowledge and skills

## Develop Claims

Clarify understanding, make connections, locate evidence

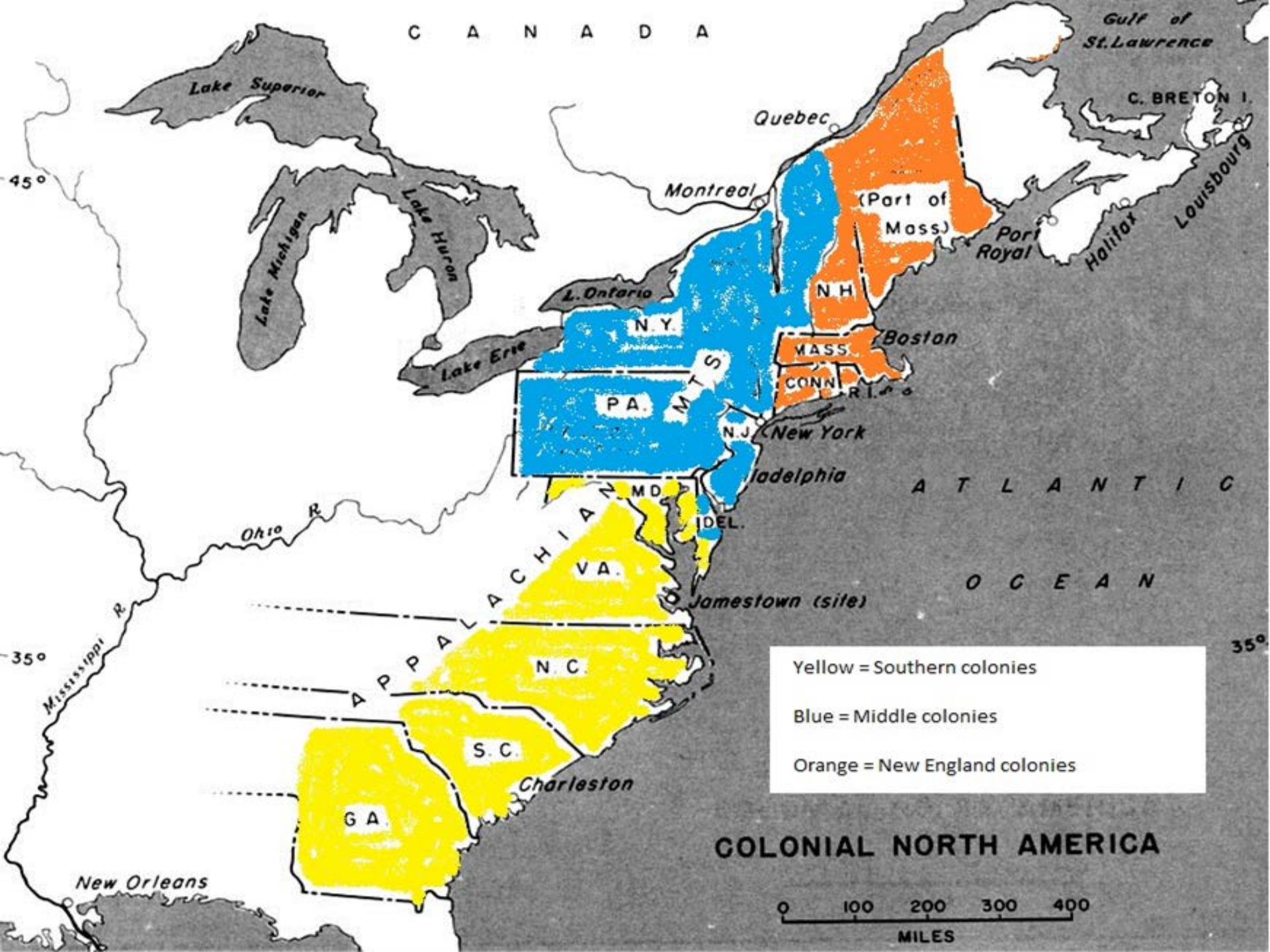
## Express Claims

Through speaking and/or writing, express informed opinions with evidence

# Social Studies Instruction: Tasks

Unit Content	Unit Claims
Colonial Advancements	How do civilizations advance?

- Unit Four from the grade 5 updated scope and sequence
- Task Title: The Thirteen Colonies



# Americas



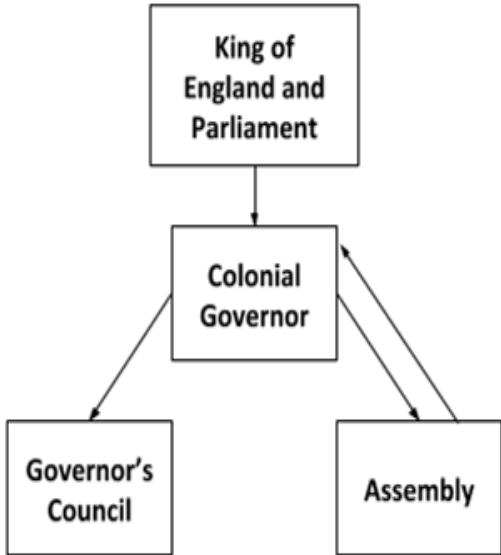
# Social Studies Instruction: Tasks



- Listen as I read aloud “The Colonial Experience.”
- Answer the questions as a class to check for understanding.
- Then work with a partner to draw an initial diagram of the structure of a typical British colonial government.

# Social Studies Instruction: Tasks

**Typical British Colonial Government**



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graph TD; A[King of England and Parliament] --> B[Colonial Governor]; B --> C[Governor's Council]; B --> D[Assembly];
```

Identify how each part of the government gets their role.

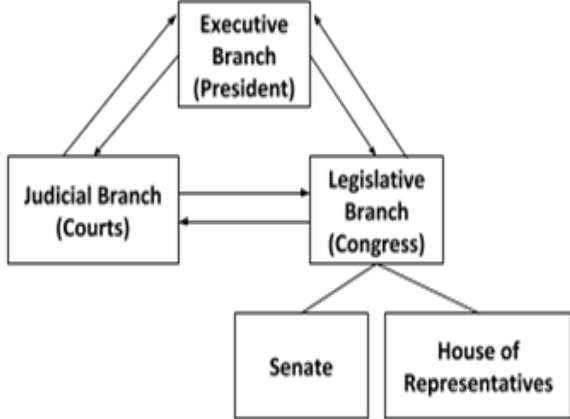
The governor was appointed by the king. The governor appointed the council. The assembly members were chosen by the colonists.

Read 2 more documents to further clarify understanding of the structure typical British colonial governments.

Complete the comparing governments handout.

Discuss the handout, making note of connections between colonial governments and our modern-day government.

**United States Government**

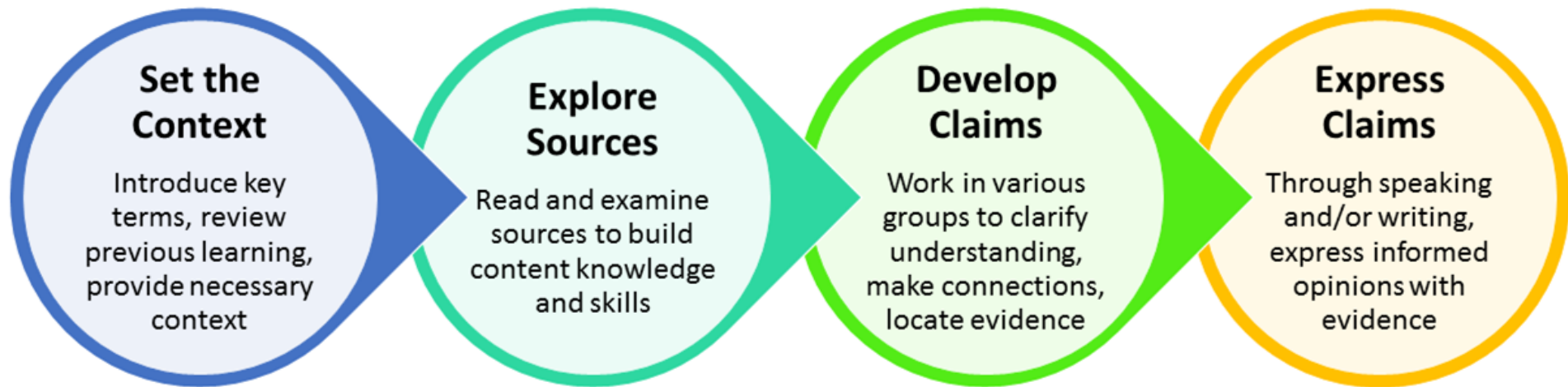


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graph TD; E[Executive Branch (President)] --> J[Judicial Branch (Courts)]; E --> L[Legislative Branch (Congress)]; J <--> L; L --> S[Senate]; L --> H[House of Representatives];
```

Identify how each part of the government gets their role.

The president is elected through the electoral college. Supreme court judges are nominated or appointed by the president and approved by Congress. Congress members are elected.

# Social Studies Instruction: Tasks



- How did the structure of the task reflect the steps we discussed prior to the task?
- How is what you experienced similar to and/or different from what you've done in your social studies classrooms?

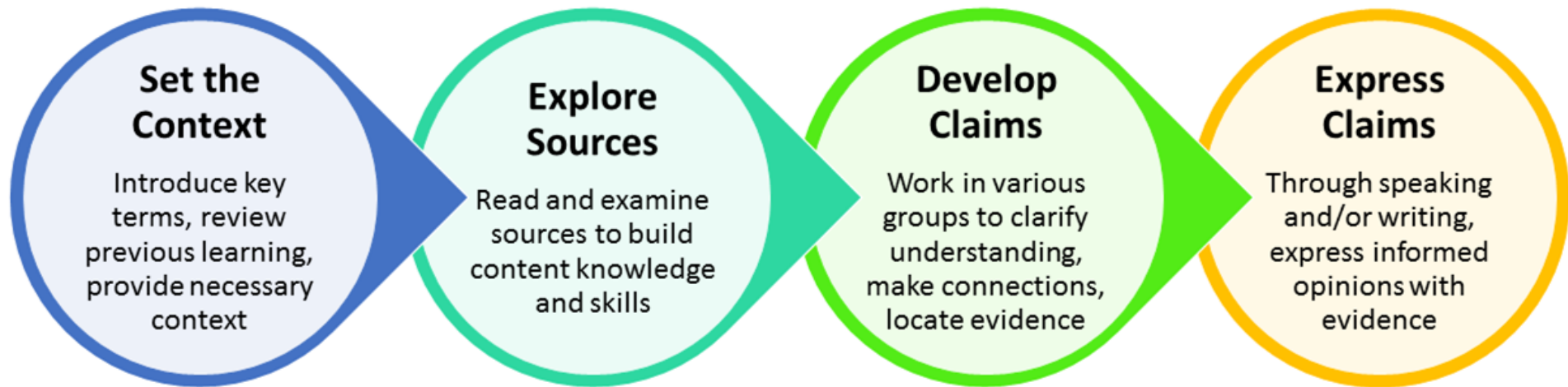
# Social Studies Instruction: Tasks

- With a partner, engage in one of the tasks listed below for grade 3-8.

Grade	Updated Scope and Sequence Task
3	<a href="#"><u>Unit Three, Topic Two, Task “France and Spain in Louisiana”</u></a>
4	<a href="#"><u>Unit Five, Topic Two, Task “Immigration”</u></a>
5	<a href="#"><u>Unit Four, Topic One, Task “The Thirteen Colonies”</u></a>
6	<a href="#"><u>Unit Two, Topic One, Task “Cradle of Civilization”</u></a>
7	<a href="#"><u>Unit One, Topic One , Task “The Stamp Act Crisis”</u></a>
8	<a href="#"><u>Unit One, Topic One, Task “Louisiana’s Natural Resources”</u></a>



# Social Studies Instruction: Tasks



- How did the structure of the task you engaged in reflect this instructional flow?

# Social Studies Instruction: Frame

- Each course has a defined scope of content and the sequence for the course prompts students to make connections among the people, events, and ideas across time and place
- Scope of content is defined by the [GLEs](#)
- Originally posted [scope and sequence documents](#) define content parameters
- Updated scope and sequence documents follow the same content parameters. Biggest changes:
  - Added tasks which use sources to build knowledge and skills
  - Updated sequence to emphasize connections
  - Focus on students expressing informed opinions/claims

# Social Studies Instruction: Frame

Original Scope and Sequence	Updated Scope and Sequence
Indigenous Peoples of the Americas	Indigenous Cultures of the Americas
European Exploration and Conquest (15th and 16th Centuries)	European Exploration (includes how the Columbian exchange impacted colonization and Europe)
The Americas in the Atlantic World	
Settlement of the Present-Day United States (17th Century)	Settlement of the Present-Day United States
Development of the Thirteen Colonies (18th Century)	Colonial Advancements (includes the role of triangular trade and slavery in colonization)
Causes and Effects of the French and Indian War	The French and Indian War

# Social Studies Instruction: Frame

**Louisiana STUDENT STANDARDS**  
SOCIAL STUDIES

**Grade 5 Social Studies: How to Navigate This Document**

The grade 5 scope and sequence document is divided into units and includes topics and tasks, and a unit assessment.

**Unit One: Indigenous Cultures of the Americas**

- Unit One Overview
- Unit One Instruction
  - Topic One: Characteristics of Civilizations
  - Topic Two: The Aztec Empire
  - Topic Three: Indigenous Cultures of the Americas
- Unit One Assessment

**Unit Two: European Exploration**

- Unit Two Overview
- Unit Two Instruction
  - Topic One: European Explorers
  - Topic Two: Early Interactions between Europeans and Indigenous Peoples
- Unit Two Assessment

**Unit Three: Settlement of the Present-Day United States**

- Unit Three Overview
- Unit Three Instruction
  - Topic One: Colonies of the Early 1700s
- Unit Three Assessment

**Unit Four: Colonial Advancements**

- Unit Four Overview
- Unit Four Instruction
  - Topic One: The Thirteen Colonies
  - Topic Two: Impact of Colonization
  - Topic Three: Power Struggles in the Colonies
- Unit Four Assessment

**Unit Five: The French and Indian War**

- Unit Five Overview
- Unit Five Instruction
  - Topic One: Events of the French and Indian War
  - Topic Two: Impacts of the French and Indian War
- Unit Five Assessment

Return to [Grade 5 Social Studies: How to Navigate This Document](#)

**Louisiana STUDENT STANDARDS**  
SOCIAL STUDIES

**Grade 5 Social Studies: Year-Long Overview**

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

- Use sources regularly to learn content.
- Make connections among people, events, and ideas across time and place.
- Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

In grade 5, students explore what it means to be civilized as they learn about the indigenous peoples of the Americas, European exploration, settlement of the present-day United States, colonial advancements, and the French and Indian War. The [key themes](#) in grade 5 highlight the connections among the [GLEs](#) that students should make as they develop and express informed opinions about the grade 5 claims.

Grade 5 Content	Grade 5 Claims	A	S	O	N	D	J	F	M	A	M
		u	e	s	e	e	a	e	a	p	a
		p	c	c	v	c	n	b	r	r	y
		t	t	t							
Indigenous Cultures of the Americas	What is a civilization?	X	X								
European Exploration	What happens when cultures collide?			X	X						
Settlement of the Present-Day United States	How are civilizations established?				X	X					
Colonial Advancements	How do civilizations advance?						X	X	X		
The French and Indian War	How does war shape the development of civilizations?								X	X	X

Return to [Grade 5 Social Studies: How to Navigate This Document](#)

- Review:
  - Content and claims p.1
  - “How to Navigate This Document” p. 2
    - How has the sequence of content been updated to emphasize connections within and across units?

# Social Studies Instruction: Assessments

- Assessments measure how well students can:
  - Apply the knowledge and skills they've gained through classroom instruction to examine a new set of sources
  - Express informed opinions about the content using evidence from the sources or connections they made to knowledge outside of the sources
- Resources
  - Updated [scope and sequence](#) documents include formative and unit assessments
  - [EAGLE](#) will have at least one assessment per unit
  - [Practice tests](#) and [released item sets and task sets](#)

# Social Studies Instruction: Assessments

**Louisiana**  
**STUDENT**  
**STANDARDS**  
SOCIAL STUDIES

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**Grade 5 Social Studies: How to Navigate This Document**

The grade 5 scope and sequence document is divided into five units. Each unit has an overview, instruction which includes topics and tasks, and a unit assessment. Click on a link below to access the content.

**Unit One: Indigenous Cultures of the Americas**

- [Unit One Overview](#)
- [Unit One Instruction](#)
  - [Topic One: Characteristics of Civilization](#)
  - [Topic Two: The Aztec Empire](#)
  - [Topic Three: Indigenous Cultures of the Americas](#)
- [Unit One Assessment](#)

**Unit Two: European Exploration**

- [Unit Two Overview](#)
- [Unit Two Instruction](#)
  - [Topic One: European Explorers](#)
  - [Topic Two: Early Interactions between Indigenous Groups and European Explorers](#)
- [Unit Two Assessment](#)

**Unit Three: Settlement of the Present-Day United States**

- [Unit Three Overview](#)
- [Unit Three Instruction](#)
  - [Topic One: Colonies of the Early 17<sup>th</sup> Century](#)
- [Unit Three Assessment](#)

**Unit Four: Colonial Advancements**

- [Unit Four Overview](#)
- [Unit Four Instruction](#)
  - [Topic One: The Thirteen Colonies](#)
  - [Topic Two: Impact of Colonization on the Americas and European Nations](#)
  - [Topic Three: Power Struggles in North America](#)
- [Unit Four Assessment](#)

**Unit Five: The French and Indian War**

- [Unit Five Overview](#)
- [Unit Five Instruction](#)
  - [Topic One: Events of the French and Indian War](#)
  - [Topic Two: Impacts of the French and Indian War](#)
- [Unit Five Assessment](#)

Return to [Grade 5 Social Studies: How to Navigate This Document](#)

2

- Locate “How to Navigate This Document” p. 2
  - Click on the different “topics” for a unit.
    - Review the formative assessments.
  - Click on the unit assessment.
    - Review the unit assessment.

# What does this look like on the LEAP 2025 assessment?

## Explore the Sources and Set the Context

- Establish the context
- Examine sources
- Exercise skills
- **Consider themes, patterns, and trends**
- Develop informed positions

## Develop and Express Claims

- Apply knowledge and skills
- **Make connections and show relationships**
- Express claims supported by evidence, knowledge, and reasoning

Read and study the sources about Catalhoyuk. As you read the four sources, think about the influence of geography on the achievement of the developing civilization of Catalhoyuk. After you read the sources, **answer the questions**. Sources:

- Map showing the Physical Features of Ancient Anatolia
- Excerpt from *The World's First City*
- Photographs of the Catalhoyuk Excavation Site
- Images of Catalhoyuk Reconstructions

Based on the sources and your knowledge of social studies, analyze the influence of geography on the achievements of the developing civilization of Catalhoyuk.

The purpose setting statement (PSS) and sources are part of a grade 6 task set that include **four selected-response items (three multiple choice, one multiple select)** that **build toward a culminating extended-response item**. Items in this task set are aligned to History and Geography GLEs.

# Assessment Resources

## Resources

### [LEAP 2025 Assessment Guides](#)

- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

LEAP 2025 Extended-Response Checklists for [Grades 3-5](#) and [Grades 6-8](#)

### [Social Studies Achievement Level Descriptors](#)

- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

### [Sample Item and Task Sets](#)

- Grade 3 [Item Set](#) & [Task Set](#)
- Grade 4 [Item Set](#) & [Task Set](#)
- Grade 5 [Item Set](#) & [Task Set](#)
- Grade 6 [Item Set](#) & [Task Set](#)
- Grade 7 [Item Set](#) & [Task Set](#)
- Grade 8 [Item Set](#) & [Task Set](#)



# Practice Resources:

## Practice Tests Teacher Access Link

- The Teacher Access Link for the LEAP 2025 Practice Tests is now available.
- Teachers can view the Grades 3-8 Social Studies Practice Tests through the [Teacher Access link](#) in a Chrome browser and entering the username and password.
- The practice tests for student use will be available this fall.

Grade	Username	Login
Grade 3	social3	demo1234
Grade 4	social4	
Grade 5	social5	
Grade 6	social6	
Grade 7	social7	
Grade 8	social8	

# Alignment Annotations and Annotated Student Responses

## [Social Studies Assessment Framework](#)

To illustrate how the assessment reflects the Department’s vision for social studies, this document contains an annotated sample of LEAP 2025 practice test items. The annotations describe the purpose of each item and the student thinking represented in the correct answer.

## [Practice Test Answer Keys](#)

To demonstrate the scoring process and better inform instruction, the practice test answer keys will be updated this fall to include annotated student responses. The annotations will explain how points are awarded for each response for a variety of score points.

For more specific information, please email [assessment@la.gov](mailto:assessment@la.gov).

# Reflections

Reflection on the following questions, then share your reflections with a partner:

- Why are the social studies shifts important for student learning and success on the assessment?
- How do the updated scope and sequence documents support me in making the necessary shifts in my classroom?
- What are my next steps?